DOCUMENT RESUME

ED 029 259 AC 004 535

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Some Factors Related to the Training of Selected Community 4-H Club Organizational Leaders in North Carolina.

Tennessee Univ., Knoxville.

Pub Date 66

Note-128p.; M.S. Thesis

EDRS Price MF-$0.75 HC-$6.50

Descriptors-Academic Achievement, Age Differences, Bibliographies, Children, Group Membership, *Individual Characteristics, Job Tenure, Knowledge Level, *Leadership Training, Marital Status, Masters Theses, Motivation, Questionnaires, Role Perception, *Rural Extension, Surveys, Teacher Education, *Youth Clubs, *Youth Leaders

Identifiers-*Four H Clubs

This study was to examine some of the factors related to the training of community 4-H club organizational leaders in the Northeastern Extension Supervisory District in North Carolina. Returns came from 292 (38%) of the 770 community 4-H club leaders who received questionnaires. Assuming a positive relation between knowledge level and leadership performance, selection and/or retention of leaders could be based on the following characteristics: (1) four years or more of experience; (2) married people with children in 4-H; (3) former 4-H members; (4) relatively young (averaging about 41); and (5) previous teacher and/or leadership training experience. It seems that attention should be paid the following items: (1) key content areas such as "how to teach boys and girls" and "how to organize 4-H clubs" should receive attention since leaders felt least competent in these areas; (2) the specific tasks and responsibilities of leaders should be made very clear to them when they are first recruited and trained, so as to leave no doubts concerning their proper role. (A bibliography and the questionnaire are included). (nl)

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SOME FACTORS RELATED TO THE TRAINING OF SELECTED COMMUNITY 4-H CLUB ORGANIZATIONAL LEADERS IN NORTH CAROLINA

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Ada B. Dalla Pozza
March 1966

AC 004 535

February 21, 1966

To the Graduate Council:

I am submitting herewith a thesis written by Ada B. Dalla Pozza entitled "Some Factors Related to the Training of Selected Community 4-H Club Organizational Leaders in North Carolina." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Lewis H. Dickson
Major Professor

We have read this thesis and
recommend its acceptance:

Robert S. Dotson
Claire Gilbert

Accepted for the Council:

Hilton A. Smith
Dean of the Graduate School

ACKNOWLEDGMENT

The author is most grateful to her graduate committee chairman, Dr. Lewis H. Dickson, for the hours of counsel and for his personal interest in seeing that her graduate study was most pleasant. She would also like to express her appreciation to the other members of her graduate committee, Dr. Robert S. Dotson and Dr. Claire Gilbert for their counsel and guidance.

She wishes to express her deep gratitude to Mr. Paul Marsh, Rural Sociology Professor at North Carolina State University at Raleigh, who gave generously of his time, and whose suggestions and willing aid have contributed immeasureably to this study.

The author further wishes to express her appreciation to the North Carolina Extension Administration for their encouragement and support, and to the State 4-H Staff and Northeastern District County 4-H Club Staff who willingly supplied information used in the study.

Appreciation is expressed to Mrs. Gertrude Nance and her daughter, Elizabeth Anne, for their hospitality and many considerations.

Lastly, the most important, the author expresses her deep gratitude to her husband, Martin, and to her sons, Marty and Frank, for their full cooperation at every stage of her graduate program.

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CHAPTER I

INTRODUCTION

Cooperative Extension work in agriculture and home economics is a partnership undertaking between the land-grant college or university in each state, the United States Department of Agriculture and the people in the Nation's 3,100 counties. Such a partnership permits maximum educational flexibility and makes possible the adaptation of Extension work to meet the needs of people in local counties.

The major function of the Cooperative Extension Service as set forth by the Smith-Lever Act is:

> To aid in diffusing among people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same . . . . (1:55)*

Four-H club work, one of the major areas of Cooperative Extension program emphasis, has been an outstanding method of working with young people for over fifty years. It is the general assumption of the American people that the future of our society depends upon how well individuals are trained, during their formative years, to make decisions which will help them accept and carry their full responsibilities as citizens. This suggests that it will take the best efforts of all educational agencies to provide the right kind and quantity of experiences to help young people grow and develop into useful, informed, self-reliant, responsible and mature individuals.

---

*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.

The youth development area of Extension work was designed to assist young people in making this transition from youth to mature adults by serving farm, rural nonfarm, suburban, and urban youth in informal, out-of-school educational settings.

The primary aim of this voluntary education program is to provide greater educational opportunities for the mental, physical, social, and spiritual growth of young people.

> According to the so-called Extension Scope Report, the developmental needs of youth and the current economic, technological, and social situations affecting their future help determine the objectives of the Extension youth program. More specifically, the objectives are to help young people:
>
> 1. Have practical experiences that will help them develop into capable, well-adjusted adults;
>
> 2. Visualize their opportunities in and out of agriculture and recognize their capabilities and need for continued education;
>
> 3. Acquire knowledge, skills, and attitudes for satisfying home and family life now and in their future;
>
> 4. Develop their talents and stimulate a desire to reach their optimum leadership and citizenship potential;
>
> 5. Explore fields of interest and provide experiences which aid in the selection of careers that will be satisfying to them and beneficial to society;
>
> 6. Develop an appreciation of the importance of scientific agriculture and home economics and their relationships to our total economy;
>
> 7. Develop an appreciation for the dignity of work and the satisfaction of doing a job well through personal accomplishments and pride of ownership;
>
> 8. Develop an appreciation of the values of research and learn scientific methods of making decisions and solving problems;

9. Develop personal standards and a philosophy of life based on lasting and satisfying spiritual values;

10. Develop attitudes, abilities, and understanding for working cooperatively with others;

11. Develop an appreciation of nature, understanding of conservation, and wise use of natural resources;

12. Develop habits of healthful living, purposeful recreation and intelligent use of leisure time. (40:3)

To accomplish these objectives, the Extension 4-H club program attempts to provide a sequence of practical learning experiences in real life situations (39:2).

In the early days of 4-H club work, the program generally was tied in almost everywhere with the public schools, presumably because it was the only institution for youth in the local community. However, as the club program developed, the principles of group work became understood and the organization and procedure were gradually adapted to the group work patterns of voluntary organizations (40:5). This has been the trend in North Carolina.

Beginning with the organization of the Boys' Corn Club in 1909 in Hertford County, North Carolina, with a membership of 12 boys, 4-H grew into an organization by 1962 with more than 168,000 boys and girls. These 4-H members were enrolled in 4-H clubs that met in the schools of North Carolina.

From this type of an organization, the change began in 1960 for 4-H clubs to move into organizations on a community level. The change came about partly because of necessity as the state educators felt that too many extra-curricular activities were competing for the class time of the students. However, the change also was brought about because of the belief that it was in the best interests of 4-H members and that a more efficient type of organization could be conducted on the community, rather than school, level.

Mr. L. R. Harrill, retired North Carolina State 4-H Club Leader stated:

> When the complete history of 4-H club work in North Carolins is written, it will be recorded that one of the most significant changes in the 4-H club program was the transition from the 4-H club organized in the school system to the 4-H club organized on a community basis--organized and serviced by community adult leaders. (13:158)

According to Harrill, the first and most difficult problem encountered in the transition was in the attitudes of the Extension workers themselves; but the fact that much effort and educational work was necessary in order to bring about this change served to strengthen their belief that this was the best approach in providing the maximum amount of inspiration and information for the greatest number of boys and girls (13:158).

The educational work intended to change Extension workers' attitudes began in November, 1960, at which time a plan for the transition was presented to the administrators and supervisors of the North Carolina Extension Service, and then to the Extension subject-matter specialists. This was followed by a series of one-day meetings held in each of the six Extension supervisory districts during December, 1960. The chief objective of these meetings was to make county Extension workers aware of the plan for organizing 4-H club work on a community basis. The plan included a pattern of operation, by which the county Extension worker would conduct club work through organized community 4-H clubs led by trained, volunteer, organizational leaders. This step was followed by benchmark conferences in each county in which the district agricultural and home economics Extension agents and the district 4-H specialists participated.

In April and May of 1961, a series of two-day workshops was held in each Extension supervisory district to further acquaint the agents with the new plan and to present a way for putting the community 4-H program into action.

In 1962, the county Extension workers moved forward putting into action the 4-H program at the county level.

During this transition period, North Carolina 4-H club membership declined from an enrollment of 168,000 in 1962 to approximately 53,037 4-H club members in 1964. In 1964 there were about 5,873 volunteer local leaders guiding the work of the 4-H clubs.

It was originally recommended that the community 4-H clubs should have from five to twenty members consisting of boys and girls ranging in ages from nine to nineteen. Each club was to be under the guidance of one or more volunteer adult local leaders who could be men and/or women. These leaders were to be, primarily, organizational leaders responsible for the direction and operation of the community club, as defined by Smith and Clark (36:1). Other men and women of the community were to serve the boys and girls of the club as project leaders to assist in guiding the project phase of 4-H work in specific subject-matter areas.

Since 1962, the clubs have met monthly in homes or community centers after school hours, many of them meeting in the evenings. The leaders have been selected and trained to carry out their assigned responsibilities by county Extension agents.

I. STATEMENT OF THE PROBLEM

In 1958, at the National Conference of the State 4-H Leaders in Washington, D. C., Dr. E. W. Aiton, Director of Youth Programs, told state leaders attending the conference:

> Our one-third million volunteer 4-H club leaders are not getting a fair break. They have offered us the most precious things they possess--their time, energies, and dedications. All too often we have failed to make the best use of them. They want more and better preparation for their jobs. We throw them into the job with little more than a pat on the back. The potential for volunteer leadership development is unlimited. It is the greatest single challenge facing us as Extension workers. (41:1)

It has been observed in North Carolina that too often the 4-H organizational leaders have been found not to have a complete understanding of 4-H club work or the duties attached to their positions of leadership. This situation has kept the agents overly preoccupied with leader training to replace leaders who have remained in the organization for a short time. Reportedly, this situation has frequently prevented the 4-H clubs from making the progress expected by professional and lay persons.

Sabrosky and Kelley noted that 4-H leaders need to know what is expected of them as volunteer organizational leaders and then receive the training necessary to fit them for their responsibilities (32:1).

According to them, such training should consist of: responsibilities as organizational leaders; objectives, history, and philosophy of 4-H club work; and, understanding boys and girls (32:6).

II. THE PURPOSE OF THE STUDY

The overall purpose of the study was to examine some of the factors related to the training of community 4-H club organizational leaders in the Northeastern Extension Supervisory District in North Carolina. Specific objectives included the following:

1. To characterize community 4-H club organizational leaders in general and in terms of knowledge level categories
2. To identify areas in which leaders felt adequately and inadequately trained for their jobs
3. To consider future leader training possibilities in light of leaders' apparent knowledge levels and expressed needs.

III. THE NEED FOR THE STUDY

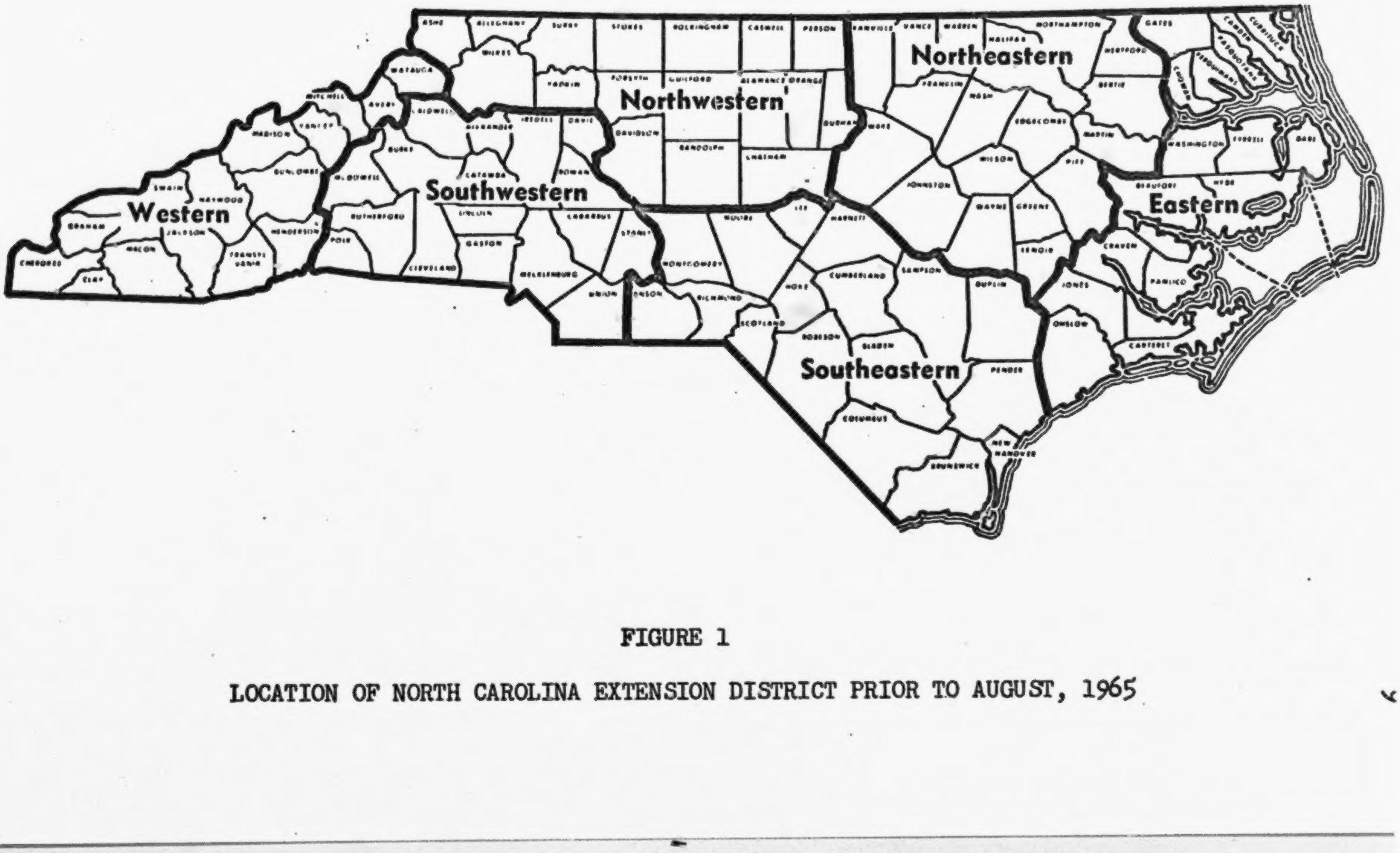
Since the transition of the 4-H organization from the school to the community, no study has been made in North Carolina to try to determine the leaders' knowledge of their responsibilities or their training needs. The state, district, and county Extension service staffs, responsible for 4-H club administration and development, are concerned with the relative effectiveness of the community 4-H club organizational efforts as compared to the earlier school-oriented approach. The majority of Extension workers at all levels feel that the success of 4-H club work in local communities depends to a large extent on the understanding and abilities of local persons who serve as 4-H club leaders. It is the responsibility of the county Extension staff members in charge of 4-H club activities to see that leaders receive adequate training to fit them for their leadership roles (37:1).

If such a program is to be most effective, reliable information is needed concerning knowledge of their responsibilities and the training needs of 4-H club organizational leaders. Sabrosky and Kelley's study showed that:

> There is a strong possibility that a trained local leader will stay with the program . . . and . . . even if a local leader stays only one year, he will do a better job if well trained. (32:3)

If some of the 4-H organizational leader's knowledge can be determined and training needs of the 4-H organizational leader can be identified through this study, such information should be helpful to county staff members working with the 4-H area of the total Extension program in North Carolina as they seek to adequately train local adult volunteer organizational leaders.

North Carolina is organized into six Extension supervisory districts. This study was conducted in the Northeastern Extension Supervisory District as shown in Figure 1. Therefore, the findings may be seen as being specifically applicable to community 4-H club organizational leaders in that district; however, since the 4-H leadership problem is statewide, it might be assumed that some generalizations might apply to 4-H club organizational leaders in other North Carolina Extension districts and in other states where similar situations exist.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Scotland
Hoke
Cumberland
Sampson
Duplin
Jones
Onslow
Carteret
Clay
Robeson
Bladen
Southeastern
Pender
Columbus
New Hanover
Brunswick

FIGURE 1

LOCATION OF NORTH CAROLINA EXTENSION DISTRICT PRIOR TO AUGUST, 1965

IV. PROCEDURE USED IN THE STUDY

Populations and Samples

This study was limited to the eighteen counties which comprised the Northeastern Extension Supervisory District in North Carolina as of July, 1965. The status of the 4-H community club program in the eighteen counties comprising the Northeastern District was fairly representative of the other five supervisory Extension districts in North Carolina. They had had the same length of time for a community 4-H program to develop, the same training content was available to all 4-H club organizational leaders, and the Extension agents responsible for 4-H club work in the six districts had had similar preparation and experience.

The Extension agents in each of the eighteen counties who were responsible for 4-H club work provided lists of the organizational leaders who had served in 1962 and 1963 and who were still serving as of January 1, 1965. (See Appendix A for a copy of the letter to agents requesting names of leaders.) A list of 891 names was compiled. The sample for white community 4-H club organizational leaders included the entire population of 385 men and women leaders in the Northeastern Extension district. A like sample of 385 Negro leaders was randomly selected from the total leader population of 506 men and women leaders.

Developing and Pretesting the Questionnaire

The questionnaire constructed was prepared by the author with recommendations from a panel consisting of Dr. T. C. Blalock, assistant Director of Extension in charge of 4-H programs; Mr. C. Paul Marsh, Extension Associate Professor of Rural Sociology; District 4-H Specialists, Mr. Lyman Dixon, Mr. Dan F. Holler, and Mr. William C. Garmon; Dr. W. G. Andrews, Northeastern District Extension Chairman, and Miss Frances Jordan, North Carolina Extension Family Relations Specialist. The questionnaire was studied by the Northeastern District Supervisory staff, members of the 4-H club state staff, and by two county Extension agents (one man and one woman) responsible for the 4-H club organization within their respective counties. Several minor revisions were made. The questionnaire was further pretested by three 4-H club organizational leaders (two women and one man) in Wake County, N. C., and final necessary revisions made.

A copy of the questionnaire may be referred to in Appendix B.

Collection of Data and Size of the Sample

The questionnaires were mailed to the 770 community 4-H club organizational leaders selected for the study. A letter of transmittal accompanied each questionnaire. The letter described the purpose of the study, explained the use to be made of the findings, and solicited the respondents' cooperation in completing and returning the questionnaires. The respondents were asked to mail their completed questionnaires to Dr. T. C. Blalock, Assistant Director of Extension in charge of 4-H programs. Two hundred and ninety-two (38 per cent) of the 770 questionnaires mailed out were returned in completed and usable form--following a reminder from the appropriate agents in eighteen counties included in the study. A copy of the letter of transmittal to the 770 community

4-H club organizational leaders accompanying each questionnaire appears in Appendix C.

Knowledge Scaling System

A special scaling system was developed for the study by a panel of experts composed of Extension Training and Studies staff members in North Carolina and Tennessee. They selected 24 correct statements from the questionnaire to use as criterion items. These were used in distinguishing between superior, above average, average, and below average levels of knowledge demonstrated by community 4-H club organizational leaders. The criterion items, together with the answer expected from knowledgeable leaders concerning their jobs as community 4-H club organizational leaders are listed below.

1. If the children in a 4-H club are of varied ages, you would expect the need for a varied program to meet the interests of all (Expected answer: Agree).

2. If your 4-H club were to plan an activity, you would make decisions jointly with members (Expected answer: Agree).

3. Children and teenagers should have friends of both sexes (Expected answer: Agree).

4. They should engage in activities that are challenging yet attainable (Expected answer: Agree).

5. They should have an opportunity to help other people (Expected answer: Agree).

6. They should have an opportunity for creative expression (Expected answer: Agree).

7. Four-H organizational leaders should see that club meetings are held regularly (Expected answer: Agree).

8. They should contact parents of members (Expected answer: Agree).

9. They should obtain cooperation of members (Expected answer: Agree).

10. They should teach club members how to plan and conduct 4-H club meetings, activities, and events (Expected answer: Agree).

11. They should keep necessary records and report to county Extension office (Expected answer: Agree).

12. They should attend leader training meetings (Expected answer: Agree).

13. They should assist with club activities and events (Expected answer: Agree).

14. Regardless of place of residence, all youth ages 9-19 should have the opportunity to enroll in 4-H work (Expected answer: Agree).

15. Based on participation and interest, all youth ages 9-19 should have the opportunity to enroll in 4-H work (Expected answer: Agree).

16. If a 4-H member does not perform as you think he should during his first year, the member should be given extra help and guidance (Expected answer: Agree).

17. If the parents of a 4-H club member do not help and cooperate with the member, the leader should try to get the parents to help the member (Expected answer: Agree).

18. Parents should occasionally be invited to attend 4-H club meetings, activities, and events (Expected answer: Agree).

19. Four-H members should know the 4-H ritual (Expected answer: Agree).

20. They should know the 4-H objectives (Expected answer: Agree).

21. They should know the 4-H emblem (Expected answer: Agree).

22. They should know the 4-H pledge (Expected answer: Agree).

23. They should know the 4-H motto (Expected answer: Agree).

24. They should know the 4-H colors (Expected answer: Agree).

Analysis of Data

The information received from the completed questionnaire was transferred to International Business Machine (IBM) cards, and computations were made in the North Carolina State University's computing center. Frequency and percentage distributions were used in the analyses.

When the knowledge scaling system was applied to the 292 completed questionnaires, it was found that scores ranged from a plus (+) 24 to a minus (-) 5. The decision was made to divide the data for further comparison into fourths (superior, above average, average, and below average) in terms of how knowledgeable the leaders were of their own roles and responsibilities, and other knowledge necessary for them to be effective community 4-H club organizational leaders. The groups were roughly broken into fourths as follows:

1. The high group (hereafter referred to as the superior knowledge group) consisted of 71 leaders whose scores ranged from +21 through +24

2. The second group (hereafter referred to as the above average knowledge group) consisted of 70 leaders with scores ranging from +19 through +20

3. The third group (hereafter referred to as the average knowledge group) consisted of 69 leaders with scores ranging from +15 through +18

4. The fourth group (hereafter referred to as the below average knowledge group) consisted of 82 leaders with scores ranging from -5 through +14.

The relationship of this score to the following factors was examined: general characteristics of 4-H organizational leaders; areas in which leaders felt a need for training; leaders' knowledge concerning the history, objectives and philosophy of 4-H club work, and of their expected roles and responsibilities.

CHAPTER II

REVIEW OF LITERATURE

One of the four objectives of the Agricultural Extension Service is "Increased competency and willingness of both adults and youth to assume leadership and citizenship responsibilities." (39:3)

Since leadership development is one of Extension's main objectives, attention in the present study is directed specifically toward research in the field of 4-H club adult organizational leaders. The ultimate goal is to find effective methods for developing leadership to help guide those responsible for community 4-H club work in the Northeastern Extension District in North Carolina.

From the time of Plato to the present, questions have been raised repeatedly about leadership in general, about what makes good leaders, about how we can discover future leaders, about how we can train better leaders, and as to whether or not we need leaders at all (22:7). Such questions are still very much in the minds of leaders and members of all types of organizations.

In transition to the scientific era, leadership received much attention from scholars. The pre-scientific era was one of folk wisdom, relying on experience, intuition and artistic practice to provide principles and methods for developing leaders. Individuals were sought as leaders who had such God-given characteristics as personal magnetism, energy and decisiveness. Further, training programs were designed merely to provide the leader with the necessary knowledge and skill to round out his personal equipment for a specific job (22:8).

The scientific era, however, has been an era of questioning, testing, and measurement. Researchers have relied on controlled experiments, observations, and statistical methods of research from which principles and methods of leadership have been derived. Leadership is defined in the scientific era as a set of functions rather than as a personal role (22:8).

The literature review was limited to research related to adult non-professional or adult volunteer leaders. Only those studies which illustrated a definite theory and followed a systematic classification of leaders were included.

Most of the related research reviewed was found to have been based on studies carried on by Extension personnel located at the Land Grant Colleges or by federal Extension staff members of the United States Department of Agriculture (6:26).

Clark grouped the studies made prior to 1948 into three major areas. They were: (1) functions performed by leaders; (2) demographic characteristics of 4-H club leaders; and (3) measurements of leadership success (6:27). Since 1948, the studies made fall largely into the same categories.

Definitions of Leadership

The literature in the field of leadership include various definitions of leadership such as a process, a function, a series of traits related to an individual or his group (6:8).

In reference to a volunteer group situation the view is expressed that "Leadership is the activity of influencing people to cooperate toward some goal which they find desirable." (42:20)

Allport sees leadership as a personal relationship process which may or may not be completely desirable. According to him, "Leadership . . . means the direct face-to-face contact between leader and followers; it is a personal social control." (2:419)

Pigors (25:16) mentions four variables that underlie an adequate theory of leadership. They are (1) the goal aimed at or the common cause, (2) the leader, (3) the follower, and (4) the situation. He defines leadership, a leader, and a follower in the following ways:

> Leadership is a process of mutual stimulation which, by the successful interplay of relevant individual differences, controls human energy in the pursuit of a common cause. . . . Any person may be called a leader during the time when, and in so far as, his will, feeling, and insight direct and control others in the pursuit of a cause which he represents. . . . We may . . . define any person as a follower during the time when, and in so far as, he accepts and is directed by the will, feeling, and insight of another in the pursuit of a cause which that other represents. (25:16)

Holik and Claycomb (8:235) found that two concepts of leadership were commonly held by many of the community leaders surveyed in Missouri in 1963. One such concept was that leadership is a bundle of personality traits possessed by influential people. The other idea advanced by the community leaders described leadership as a bundle of activities performed by persons designated as leaders.

Clark summarized the variables involved in leadership as follows:

> Leadership, to be sharply described, must be related to a particular group situation, a social process of interaction, a function or series of functions, personality traits, responses by followers, and the extent to which the leader has certain characteristics, *e.g.*, professional competence and knowledge of human relations in common with the group. (6:11)

Leader Responsibilities

Clark and Skelton (7:8) found when leaders were asked, "What do you consider the most important job of the 4-H leader?" the following answers were given: (1) to help members with projects, including selection, development, and completion; (2) to develop desirable character traits in young people; (3) to teach young people practical skills; (4) to interest members in 4-H club work; (5) to keep the 4-H club functioning smoothly; (6) to supervise constructive activity for young people in the community; (7) to assist members in planning and developing 4-H club activities; (8) to take an interest in club members; (9) to gain their confidence and cooperation; and (10) to advance 4-H club work in the community.

At the University of Arkansas Extension summer school in 1953, Extension personnel in attendance were asked to list some of the jobs expected of local leaders. The list included twenty jobs, the top ten being: (1) advance 4-H club work by mass media; (2) explain aims and objectives of 4-H clubs to 4-H members, parents and public; (3) secure and use assistant leaders; (4) help parents and others understand club activities by invitation to 4-H activities and events; (5) develop parental and community cooperation; (6) discover interests and needs of boys and girls; (7) organize and reorganize club; (8) enroll members; (9) attend leader training meetings; and (10) train officers and other leaders (46:21).

Cooper's (9:32-39) classification of important leader jobs as seen by North Carolina Negro club leaders in 1951 are as follows: (1) visit 4-H members' projects; (2) talk with parents; (3) assist with 4-H Church programs; (4) attend leader-training meetings; (5) assist with 4-H Achievement Day programs; (6) help 4-H members with records; (7) assist with neighborhood meetings; (8) assist with community clean-up campaigns; (9) help with team demonstrations; (10) attend regular 4-H meetings; (11) help 4-H members raise money for 4-H activities; (12) make announcements about 4-H activities; (13) assist with transportation of 4-H members to county events; and (14) assist with community picnics.

In a 1964 study of local club leaders in eleven Northeastern states, Sabrosky divided the leaders' jobs into task areas and listed those of the organizational leaders as follows: (1) assist in getting club started; (2) train 4-H club members to conduct 4-H club business meetings; (3) train members to preside and keep secretary's book; (4) help with local 4-H club work; (5) supervise one or more 4-H community service activities; (6) discuss individually with some of the 4-H members for whom the leader is responsible which 4-H project(s) they should carry; and (7) discuss individually with some of the 4-H club members their 4-H achievement at the end of the project year (28:12).

Leader Qualifications

To perform the many leadership jobs and to fulfill the role expectations held by agents and lay persons, an adult volunteer 4-H club leader should possess certain qualifications. Concerning such qualifications, the following statement by Erickson seems appropriate:

> A leader is one who has the ability to so influence others that they will think as he wants them to think, do what he wants them to do, but still feel they are acting on their own thinking and planning. (11:29)

Not all desirable qualities can be found in any one individual, but if one possesses a few of the essential qualities, Erickson (11:29) says, the others will develop through contact with the boys and girls in their activities.

In 1941, Erickson listed seven leading qualifications thought to be necessary for a leader to be successful. They included: (1) be liked and respected by parents and community; (2) have a sincere liking for boys and girls; (3) have strict standards for sportsmanship and honesty; (4) be enthusiastic about 4-H club work; (5) be a good cooperator, *e.g.*, work well with others; (6) be liked by boys and girls; and (7) be unselfish. Erickson noted that these qualities alone were not enough, other qualities being: (1) plans work ahead; (2) is good teacher--encourages others to learn; (3) is good organizer--likes to work with groups; (4) knows subject matter to be taught; (5) has perseverance--is slow to give up; and (6) gets others to help and assume responsibility (11:29).

The recruitment of 4-H leaders is a relatively unexplored area of study. Recent research has revealed some facts about the kinds of people who should be selected to serve as local leaders. According to Sabrosky, such studies show that 4-H leaders:

> . . . should be slightly above the group in which they will work as to income, success, education, and social level; they need to be social and community minded; they need to feel they have the time, although they may be the busiest persons in the community. . . . (31:32)

Sabrosky (31:32) indicates that, in years past, it was believed that a parent of a 4-H club member was a better leader than a non-parent and that a former 4-H club member was better than a "never-member." However, research is producing enough evidence to cause one to doubt this old belief suggesting a need for further study in this area.

It is often said that one way to get a job done is to ask the busiest person to do it. This may well be applicable to 4-H club organizational leaders. Robert N. Dick (10:271) reported that gregariousness is a factor in adult participation in university non-credit evening classes. Four-H leader training meetings may be looked upon as educational non-credit classes; therefore, if we wish to train local leaders we might look for gregarious persons as leaders--people who belong to several organizations and actively participate in things involving being with people other than their own family members.

Leader Selection

There are various ways of selecting leaders. Erickson (11:29) lists the following four methods: (1) club selection or election; (2)

designation by an adult organization; (3) suggestion or nomination by parents; and (4) selection by Extension agents or volunteers. According to Sabrosky, at one time it was generally assumed that the best leaders were chosen by club members. Recent studies have indicated that those chosen by Extension agents may make the best leaders. Without definite research to support this fact, Sabrosky suggests that the best method could be to bring community leaders and 4-H club members together to make decisions concerning the choice of a leader (31:33). It seems appropriate to say that all that is really known about selection of leaders other than their status in the community is that they are patient people, like to teach, enjoy children and can stand being with them for reasonably long periods at a time, and are willing to give some time to being trained for their jobs (31:33).

Leader Training

With regard to leader training, Apodaca (3:3) said, based on a 1949 study to determine the training needs of 4-H leaders, that:

> One of the most important people in 4-H club work is the volunteer leader. If Extension shifts its 4-H program radically, it will have to find or train leaders who can guide boys and girls. . . .

Skelton believes that leaders are a vital part of the 4-H program, and sees the loss of leaders as a problem of immediate and lasting concern (34:6). Skelton's statement further emphasized the need for leader development through systematic training.

Cooper (9:6) found that the jobs leaders are able to do and their effectiveness in doing the jobs are determined by their skill, understandings, and attitudes. The county Extension personnel should, therefore, be responsible for the training of leaders to make for most effective leadership in 4-H club work. To do this Cooper (9:6) recommended that county Extension agents consider the role of 4-H leaders important and develop a clear understanding of what leaders can, will, and should do after being trained. He further stated that the quality of the leading and guiding activities of 4-H leaders seemed to be in proportion to and in direct relation with the quality of the training given them by the county Extension agents.

Boone (5:14) found in his 1954 study of ninety-eight local leaders in Louisiana that well-informed leaders were essential for effective 4-H club work and that training was one of the important means of developing well-informed leaders.

Sabrosky (31:32) noted in 1963 that one of the continuing enigmas of Extension work is that local leaders are ". . . recruited but not trained . . ." in states where local leaders have the responsibility for carrying the major, if not the total, responsibility of teaching lay people. Sabrosky continued by stating that one out of every twelve Extension workers in a certain Western Regional study thought that many local leaders did not need to attend leader-training meetings, while, she contended, more than one out of twelve Extension workers act as though this is their belief. This might account for some of the lack of leader training. Another reason might be the fact that people who have been told often that their responsibility is to train leaders may hesitate to answer truthfully why they don't train leaders. Extension workers may find it difficult to admit that they do not know how to train local leaders or to admit that they do not like to work with adults (31:32).

T. T. Martin (24:58) and Skelton (34:113) shared in the belief that a leader has the right to know what is expected. There appears to be a tendency for agents to tell leaders what they expect of the leadership position after they have accepted work in the 4-H program. Skelton (34:113) recommended that at the first training session, before a leader is definitely committed to serve, that the following things should be clearly understood:

> . . . duties of a leader, objectives of 4-H club work, importance of having parent support, amount of time required, transportation requirements, and difficulties of leaders in general. . . .

Having gained such understandings, Skelton suggests that the prospective leader might be given time to think over the responsibilities of a 4-H club leader and decide against acceptance without stigma if they cannot accept the job in light of its expectations.

Lievens (23:14) found in his 1950 Colorado study of the selection and training of leaders that they preferred local, community, and county training meetings, while Skelton's (35:39) 1949 study showed the leaders preferred an Extension agent's observation of them in action at a club meeting with the Extension agent remaining after the meeting to discuss the leader's apparent strengths and weaknesses. Rutledge (27:7) in a 1954 study of leaders in five states found that they preferred:

> . . . actual practice demonstrations at the training sessions . . . more information about training club members, preparation of exhibits, and enlisting the cooperation of others. . . .

This points out the fact that all groups are different and that such differences should be considered when planning leader training.

In a 1958 publication, Sabrosky (30:5) observed that new leaders obviously need more training than experienced leaders. It was her suggestion that several training meetings be held annually to include: (1) how to organize a club and hold a meeting; (2) how to understand boys and girls at different ages; (3) how to get parent and community cooperation and why this is important; (4) how to assign others responsibility and get their cooperation; (5) the importance and use of records and reports; and (6) the importance of project completion in the development of 4-H members.

In a 1950 New York Extension publication, Clark and Skelton (7:8) found that "first year" leaders preferred training in duties of a 4-H club leader, suggestions on sources of help for the job, understanding youth and how to work with them, and how to develop a recreation program. Personal counsel and moral support from 4-H professional workers were felt needs of the leaders.

In Honma's 1950 study of Colorado agents and leaders, it was found that the reasons most frequently mentioned for 4-H leader resignation were: (1) the conflict of club work with home and other duties; (2) the lack of interest and cooperation of parents, club members, and the community in general; and (3) the lack of training for 4-H club leadership responsibilities (18:12).

Sabrosky and Kelley (32:10), in a publication designed to strengthen local 4-H leader training, gave the following suggestions for increased participation in 4-H leader-training: (1) notify leaders well in advance of meetings; (2) make an effort to make leader training sessions convenient to the leaders; (3) provide an opportunity for each leader to receive and participate in training; (4) schedule hours of training at the leaders' convenience; and (5) limit the number of required training sessions to a minimum (32:11).

CHAPTER III

RESULTS AND DISCUSSION

The data related to community 4-H club organizational leadership were provided by 292 community 4-H club organizational leaders in North Carolina's Northeastern Extension Supervisory District. Analyses were made in terms of the aforementioned purposes of the study and were confined to simple numbers and per cents.

Preliminary tables were developed to show responses of leaders in global terms. Later tables were designed to compare leaders on the basis of the four categories mentioned earlier, namely: (1) superior; (2) above average; (3) average; and (4) below average. Main comparisons were reserved for the two extreme groups (superior and below average).

I. GENERAL CHARACTERISTICS

Leader Tenure

As shown in Table I, 51 per cent of all the respondents had been leaders for three years or less, 29 per cent having served as leaders for five or more years.

Persons Influencing Respondents to Become 4-H Leaders

The vast majority, 84 per cent, reportedly became leaders because they were influenced to serve in this capacity by other persons as shown in Table II. Table III further discloses that the largest group, 37 per

TABLE I

NUMBERS AND PER CENTS OF RESPONDENTS BY NUMBERS OF YEARS SERVED AS 4-H LEADER*

Number of Years Served	Total	
	Number	Per Cent*
Less than 2 years	36	12
Two years	42	14
Three years	73	25
Four years	57	20
Five or more years	84	29
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE II

NUMBERS AND PER CENTS OF RESPONDENTS WHO WERE INFLUENCED BY OTHERS TO BECOME 4-H LEADERS*

Influenced by Other	Total	
	Number	Per Cent
Yes	245	84
No	47	16
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE III

NUMBERS AND PER CENTS OF PERSONS INFLUENCING RESPONDENTS TO SERVE AS LEADERS*

Persons Influencing Leaders to Serve	Total (N = 292)**	
	Number	Per Cent
Local Extension agents	107	37
Your children	43	15
4-H club members	19	7
Parents of club members	4	1
Other 4-H leaders	19	7
Other	6	2
Combination of influences	94	32

*Per cents are rounded to the nearest whole number.

**Numbers and per cents add up to more than totals because some respondents checked more than one influential person.

cent, became leaders because they were asked to serve by their local Extension agents. Another 15 per cent were influenced to serve by their own children.

Marital Status

Ninety per cent of the 292 leaders were married at the time of the study. An additional 7 per cent had been married but had lost their spouses (see Table IV).

Respondents with Children

One-fifth of the respondents had 2 children; almost one-fifth (19 per cent) had 3 children. Six per cent had no children, while 8 per cent had 9 or more children per family (see Table V).

Respondents with Children in 4-H Club

Of the children of leaders reporting having children, 87 per cent were either 4-H members at the time the study was made or had been members prior to the study as indicated in Table VI.

Former 4-H Membership of Leaders

As may be seen in Table VII, more than one-third (37 per cent) of the leaders had been 4-H Club members.

Educational Level

Table VIII indicates that 66 per cent of the community 4-H club organizational leaders had completed at least eleven grades. On one extreme, the study showed that 10 per cent of the leaders had less than

TABLE IV

NUMBERS AND PER CENTS OF RESPONDENTS ACCORDING TO MARITAL STATUS*

Leader's Marital Status	Total Number	 Per Cent
Single	9	3
Married	264	90
Widowed	17	6
Divorced	2	1
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE V

NUMBERS AND PER CENTS OF RESPONDENTS BY NUMBERS OF CHILDREN REPORTED*

Number of Children	Total Number	 Per Cent
No children	17	6
1 child	28	10
2 children	59	20
3 children	55	19
4 children	30	10
5 children	31	11
6 children	16	5
7 children	17	6
8 children	15	5
9 or more	24	8
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE VI

NUMBERS AND PER CENTS OF RESPONDENTS' CHILDREN HAVING HAD AND NOT HAVING HAD 4-H EXPERIENCE*

	Total	
Experience in 4-H Club Work	Number	Per Cent
Had 4-H experience	253	87
Did not have 4-H experience	39	13
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE VII

NUMBERS AND PER CENTS OF RESPONDENTS WHO HAD BEEN FORMER 4-H CLUB MEMBERS*

Respondents' Participation in 4-H Club Work	Total	
	Number	Per Cent
Had been 4-H members	107	37
Had not been 4-H members	185	63
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE VIII

NUMBERS AND PER CENTS OF RESPONDENTS BY EDUCATIONAL LEVELS*

Number of Years Attending School	Total	
	Number	Per Cent
None - grade 6	29	10
Grades 7 - 8	33	11
Grades 9 - 10	39	13
Grades 11 - 12	133	46
College, but not graduate	37	13
College graduate	21	7
Total	292	100
Average educational grade level	10.8 years	

*Per cents are rounded to nearest whole number.

seven years of formal education; while on the other extreme, 7 per cent of the leaders had completed a college education. The reported average educational level (10.8 years) was well above the state average (8.6 years) reported in 1960 (44:103).

Home Economics and Agricultural Training

As shown in Table IX, 59 per cent of the leaders had studied home economics and 21 per cent had had agricultural training. These per cents include the 5 per cent who indicated they had had training in both areas.

Teacher Training, Place of Training, Teaching Experience, and Place Where Experience Was Gained

Data in Table X indicate that only 37 per cent of the leaders had received any teacher training other than 4-H leader training. Table XI shows that of the respondents indicating where they received their training, 12 per cent had teacher training in college, 13 per cent in adult out-of-school classes, and 22 per cent in "other" (church school training, scouts, and home demonstration leader training). Teaching experience (other than 4-H) may be found in Table XII. Forty-eight per cent also were teaching elsewhere at the time of the study, and 28 per cent reported having taught in the past; while 24 per cent indicated they had never taught other than as a 4-H organizational leader. A majority of the leaders, 61 per cent, had had teacher experience other than as a 4-H organizational leader in church, home demonstration clubs, etc., as indicated in Table XIII. Only 2 per cent indicated teacher

TABLE IX

NUMBERS AND PER CENTS OF RESPONDENTS HAVING STUDIED HOME ECONOMICS OR AGRICULTURE*

Course Studied	Total Number	 Per Cent
No answer	27	9
Home Economics		
Yes	157	54
No	38	13
Agriculture		
Yes	46	16
No	10	3
Studied both	14	5
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE X

NUMBERS AND PER CENTS OF RESPONDENTS WITH TEACHER TRAINING OTHER THAN 4-H LEADER TRAINING*

Teacher Training**	Total	
	Number	Per Cent
Had received teacher training other than 4-H	109	37
Had not received teacher training other than 4-H	183	63
Total	292	100

*Per cents are rounded to nearest whole number.

**Teacher training includes leader training received both formal and informal.

TABLE XI

NUMBERS AND PER CENTS OF RESPONDENTS BY PLACE TEACHER TRAINING WAS RECEIVED OTHER THAN 4-H LEADER TRAINING*

Place Teacher Training Was Received	Total (N = 292)**	
	Number	Per Cent
None received	183	63
College	35	12
Adult (out-of-school) classes	37	13
Other (informal)	67	22

*Per cents are rounded to nearest whole number.

**Numbers and per cents do not add up to totals since some listed more than one place of training received.

TABLE XII

NUMBERS AND PER CENTS OF RESPONDENTS WITH TEACHING EXPERIENCE OTHER THAN 4-H LEADER EXPERIENCE AT TIME OF STUDY*

Teaching Experience Other Than 4-H	Total	
	Number	Per Cent
Teaching now	140	48
Have taught in past	83	28
Never taught other than 4-H teaching	69	24
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE XIII

NUMBERS AND PER CENTS OF RESPONDENTS BY KIND OF TEACHING EXPERIENCE RECEIVED OTHER THAN 4-H TEACHING*

Place of Teaching Experience	Total Number	Total Per Cent
No answer	71	24
Formal: Elementary, Junior High, Senior High, College	6	2
Informal: Church, other clubs, other	179	61
Combination: Formal and informal	36	13
Total	292	100

*Per cents are rounded to nearest whole number.

experience in public schools or college.

Age

As indicated in Table XIV, almost one-half, 42 per cent, of the respondents were in the 35-44 age group. The second largest group, 25 per cent, was in the 45-54 age category; while 13 per cent were in the 55 and over group as compared to 18 per cent in the 34 and under group. The 35-44-year-old organizational leaders might be expected to be those whose children are usually of 4-H age, thus allowing their parents opportunity to be active in community leadership roles.

Occupations

Table XV indicates that a slight majority of the 4-H club organizational leaders are women. Fifty-one per cent of the leaders indicated that they were "housewives" when asked to give their occupation. Seventeen per cent listed their occupation as "full-time farmers," which is indicative not only of their occupations, but also to a degree, of the ratio of men to women 4-H club organizational leaders. Nine per cent listed professional or business as their occupations.

Size of Club

Table XVI indicates that most respondents (65 per cent) reported clubs having fewer than the maximum number of twenty members recommended (36:12) for a community 4-H club in North Carolina. About one-fourth, 26 per cent, reported more than the recommended maximum of 20 members per club. It also was noted that 12 per cent indicated that their clubs had 10 or fewer members.

TABLE XIV

NUMBERS AND PER CENTS OF RESPONDENTS BY AGE CATEGORY*

Age of Respondents	Total Number	Per Cent
No answer	10	3
20 - 34	50	17
35 - 44	124	42
45 - 54	72	25
55 and over	36	13
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE XV

NUMBERS AND PER CENTS OF RESPONDENTS BY OCCUPATIONS*

Respondents' Occupation	Total Number	 Per Cent
No answer	6	2
Housewife	148	51
Professional	11	4
Business	14	5
Full-time farmer	50	17
Part-time farmer	15	5
Other	20	7
Combination of occupations	28	9
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE XVI

NUMBERS AND PER CENTS OF MEMBERS IN RESPONDENTS' CLUBS*

	Total	
Number in Club	Number	Per Cent
No answer	26	9
One - five	1	0
Six - ten	36	12
Eleven - fifteen	76	26
Sixteen - twenty	78	27
More than twenty	75	26
Total	292	100

*Per cents are rounded to nearest whole number.

Age of Club Members

Table XVII shows that the 13-15-year-old group comprised 40 per cent of the total 4-H membership reported by leaders in the district. Thirty-six per cent were in the 9-12-year-old group; while 13 per cent of the leaders worked with youth in the 16-19 year group.

II. TRAINING NEEDS OF 4-H ORGANIZATIONAL LEADERS

Leaders Who Felt They Had Satisfactory Knowledge in Certain Areas

As indicated in Table XVIII, a majority, 63 per cent, of the leaders felt they were competent as far as their knowledge about their responsibilities as a 4-H club leader were concerned. Nearly one-half (49 per cent) felt competent with regard to organization of 4-H club work. They felt less competent in all other areas recommended in the manual entitled *Extension Agents' Guide for Training New Community 4-H Club Leaders in North Carolina* (published in 1962 by the North Carolina Extension Service). The term "Subject matter" referring to knowledge in technical home economics, agriculture, and related subjects, was inserted to check the assumption that many organizational 4-H leaders believed such knowledge was necessary for them to have. Professional Extension workers have traditionally preferred to see subject matter as the responsibility of the various project leaders. Only 18 per cent indicated that they felt they had satisfactory knowledge of home economics and agriculture subject matter. In the same table, it is noted that 32 per cent desired additional training in subject matter; while 34 per cent desired training related to "How to teach boys and girls." Eighteen per

TABLE XVII

NUMBERS AND PER CENTS OF PREDOMINANT AGE CATEGORIES IN RESPONDENTS' 4-H CLUB*

Age Category	Total	
	Number	Per Cent
No answer	33	11
9 - 12 year old	105	36
13 - 15 year old	117	40
16 - 19 year old	37	13
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE XVIII

NUMBERS AND PER CENTS OF LEADERS ACCORDING TO TRAINING CONTENT AREAS OF COMPETENCY AND NEED*

Training Content Areas**	Leaders feeling Competent in 4-H Areas (N = 292)		Leaders Desiring Training in 4-H Areas (N = 292)	
	Number	Per Cent	Number	Per Cent
Your responsibilities as a 4-H club leader	185	63	53	18
Organization of 4-H club work	143	49	42	14
How to teach boys and girls	118	40	100	34
Objectives and philosophy of 4-H	110	38	54	18
History of 4-H club work	73	25	68	23
Subject matter***	54	18	94	32

*Per cents are rounded to nearest whole number.

**Numbers and per cents add up to more than totals because most respondents checked more than one area.

***Subject matter refers to knowledge in technical home economics, agriculture, and related subjects.

cent indicated a need for more training concerning their responsibilities as leaders. It was apparent that many respondents neither felt competent in certain training areas nor did they indicate a desire for additional training in areas where they did not feel competent.

Willingness to Attend Leader Training Meetings and Desired Frequency of Such Meetings

As shown in Table XIX, 82 per cent of the respondents indicated a willingness to attend leader training meetings. Table XX indicates that 56 per cent of the respondents would be willing to attend leader training meetings at least four times a year; though 19 per cent were not interested in any additional leader training meetings. One could assume, then, that most leaders shown in Table XVIII, page 50, to have desired additional training would possibly prefer to receive training in ways other than in formal or informal training meetings. This might be compared with the previously mentioned Maryland study (37:20) in which 37 per cent of the respondents indicated that they would be willing to attend leader training meetings at least four times a year.

Leaders' Knowledge of Youth

Table XXI shows the numbers and per cents of leaders who recognized certain facts about youth felt by experts to be desirable knowledge for 4-H leaders to have if they are expected to do effective leadership work. More than 80 per cent of the leaders agreed that four of the six youth knowledge items were appropriate, including: (1) the need of youth to help other people; (2) the need of youth to have friends of

TABLE XIX

NUMBERS AND PER CENTS OF RESPONDENTS WILLING TO ATTEND LEADER TRAINING MEETINGS*

Willingness to Attend Training Meetings	Total	
	Number	Per Cent
No answer	26	9
Willing to attend	240	82
Not willing to attend	26	9
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE XX

NUMBERS AND PER CENTS OF FREQUENCY OF LEADERS TRAINING MEETINGS RESPONDENTS ARE WILLING TO ATTEND*

Desired Training Meeting Frequencies	Total	
	Number	Per Cent
None	56	19
Once a month	74	25
Six times a year	32	11
Four times a year	59	20
Twice a year	41	14
Once a year	22	8
Other	8	3
Total	292	100

*Per cents are rounded to nearest whole number.

TABLE XXI

NUMBERS AND PER CENTS OF 4-H CLUB LEADERS WHO HAD KNOWLEDGE OF YOUTH DEEMED NECESSARY FOR EFFECTIVE 4-H LEADERSHIP, ACCORDING TO RANK ORDER OF RESPONDENT AGREEMENT WITH CRITERION ITEMS*

Criterion Item Number**	Knowledge Statement Concerning Youth	Total (N = 292)*** Number Agreeing	Per Cent Agreeing
Criterion Five	Children and teenagers should have opportunity to help other people.	266	91
Criterion Three	Children and teenagers should have friends of both sexes.	260	89
Criterion Four	Children and teenagers should engage in challenging yet attainable activities.	247	85
Criterion Six	Children and teenagers should have opportunity for creative expression.	244	84
Criterion Two	The leader should plan 4-H club activities jointly with the 4-H club members.	211	72
Criterion One	Children of varied ages need a varied program to meet the interests of all.	31	11

*Per cents are rounded to nearest whole number.

**See Chapter I for list of all 24 criterion items.

***Numbers and per cents add up to more than totals because respondents could check all areas.

both sexes; (3) the need of youth to engage in challenging but attainable activities; and (4) the need of youth for creative expression. Seventy-two per cent recognized that leaders should be democratic with the members when making decisions for the clubs; while, surprisingly, only 11 per cent felt that children of varied ages need varied or different programs designed to meet their interests. Data in this table would lead one to assume that the leaders have a relatively adequate philosophy and understanding of how to work with youth.

Age Group Preference

Table XXII shows the age groups that respondents reported preferring to work with in their community 4-H clubs. Fifty-three per cent preferred the 9-12 age group, 32 per cent the 13-15 age group, and only 10 per cent indicated the older 16-19 age group as their preference. This could be due to the large number of outside interests and special problems of older members. The lack of interest the leaders have in this age group also could contribute to the fact that young people in this age group most often drop out of 4-H club work.

Organizational Leadership Responsibilities

Several statements were designed to determine the leaders' knowledge of their responsibilities as organizational leaders (46:21) and to determine if they felt adequately informed of their responsibilities when they were asked to serve as leaders. The leaders also were asked if they found they had more or fewer responsibilities than they were led to believe they would have when asked to become leaders,

TABLE XXII

NUMBERS AND PER CENTS OF RESPONDENTS BY 4-H AGE GROUP PREFERENCE*

Age Group Preference	Total	
	Number	Per Cent
No answer	16	5
9 - 12 year olds	154	53
13 - 15 year olds	94	32
16 - 19 year olds	28	10
Total	292	100

*Per cents are rounded to nearest whole number.

and if so, to name some of the new responsibilities. Seven jobs were listed based on findings from previous research (46:21, 28:8-13, 43:39). All seven criterion items listed in Table XXIII were felt to be responsibilities of organizational leaders by varying percentages of the respondents. Three tasks were each mentioned by more than 80 per cent of the respondents: (1) criterion item seven, Four-H organizational leaders should see that club meetings are held regularly, 90 per cent; (2) criterion item twelve, They should attend leader training meetings, 84 per cent; and (3) criterion item ten, They should teach club members how to plan and conduct 4-H club meetings, activities, and events, 83 per cent. As shown in Table XXIII, most of the jobs, six of the seven listed, were thought to be the organizational leader's responsibility by by more than 70 per cent of the respondents. However, in addition to the seven criterion tasks listed, some leaders included two other duties, namely: (1) provide necessary transportation for 4-H members, 47 per cent mentioning it, and (2) provide judges at local 4-H activities and events, 38 per cent mentioning it.

As Table XXIV indicates, 66 per cent of the leaders stated that they found they had more responsibilities since becoming leaders than they believed they would have prior to their becoming leaders. At the same time, reference to Table XXV discloses that there is some inconsistency in the fact that, though a high percentage (66) of the respondents reported that they had more responsibilities than they had been led to expect, 75 per cent reported feeling that their responsibilities had been at least "Adequately" explained to them when they became leaders.

TABLE XXIII

NUMBERS AND PER CENTS OF RESPONDENTS SELECTING SPECIFIC DUTIES AS BEING APPROPRIATE FOR 4-H ORGANIZATIONAL LEADERS, ACCORDING TO RANK ORDER OF FREQUENCY OF MENTION*

Criterion Item Number**	Statement of Task	Total (N = 292)*** Number Agreeing	Per Cent Agreeing
Criterion Seven	See that club meetings are held regularly	264	90
Criterion Twelve	Attend leader training meetings	246	84
Criterion Ten	Teach club members how to plan and conduct 4-H meetings, activities, and events	241	83
Criterion Thirteen	Assist with club activities and events	225	77
Criterion Nine	Obtain cooperation of members	214	73
Criterion Eleven	Keep necessary records and report to county Extension office	208	71
Criterion Eight	Contact parents of members	168	58

*Per cents are rounded to nearest whole number.

**See Chapter I for list of all 24 criterion items.

***Numbers and per cents add up to more than totals because respondents could check all items.

TABLE XXIV

NUMBERS AND PER CENTS OF RESPONDENTS' OPINIONS CONCERNING THE NUMBER OF THEIR RESPONSIBILITIES AS 4-H ORGANIZATIONAL LEADERS UNDERSTOOD BEFORE SERVING AND SINCE SERVING*

	Total	
Responsibilities	Number	Per Cent
No answer	15	5
More	193	66
The same number	79	27
Fewer	5	2
Total	292	100

*Per cents are rounded to the nearest whole number.

TABLE XXV

NUMBERS AND PER CENTS OF RESPONDENTS' OPINIONS CONCERNING THEIR FEELINGS ON THE EXPLANATIONS GIVEN THEM AS TO THEIR RESPONSIBILITIES AS 4-H ORGANIZATIONAL LEADERS WHEN RECRUITED*

Opinions About Explanation of Responsibilities	Total	
	Number	Per Cent
No answer	16	6
Very adequate	77	26
Adequate	144	49
Not very adequate	46	16
Inadequate	4	1
Not at all adequate	5	2
Total	292	100

*Per cents are rounded to the nearest whole number.

Table XXVI, however, indicates that 77 per cent of the leaders would have desired additional training concerning their responsibilities upon first becoming leaders.

Knowledge Concerning History, Objectives, Philosophy, and Organization of 4-H Club Work

In order that any organized group might perform effectively, it is generally felt that group leaders should have a knowledge and appreciation of the purpose, history, objectives, and philosophy of the over-all organization. To determine the respondents' knowledge in one of these areas, leader responses with regard to people responsible for 4-H work in North Carolina were studied. Only one person was able to recognize all of the correct names (seven). The largest per cent of the respondents, 34 per cent, were able to recognize only two correct names.

When asked to select the original purpose of 4-H club work, only 28 per cent of the respondents were able to give the correct reply, "To teach youth and, through them their parents, improved methods of farming and homemaking." The highest percentage of those responding to the question was 49 per cent who said the original purpose was "To develop boys and girls as responsible and capable citizens." This response may indicate the present-day purpose of 4-H club work.

Eighty per cent of the 4-H organizational leaders were cognizant of the fact that 4-H club work is a part of the work of the United States Department of Agriculture; however, only 18 per cent knew that in North Carolina there were two land-grant institutions (the North Carolina State

TABLE XXVI

NUMBERS AND PER CENTS OF RESPONDENTS CONCERNING THE AMOUNT OF LEADER TRAINING PROVIDED FOLLOWING RECRUITMENT*

Opinion Concerning Amount of Initial Leader Training Provided	Total	
	Number	Per Cent
Desired more training	226	77
Felt the amount was sufficient	51	17
Desired less or no training	15	6
Total	292	100

*Per cents are rounded to nearest whole number.

University in Raleigh and The Agricultural and Technical College in Greensboro) responsible for 4-H club work at the time the respondents were serving as leaders.

Less than one-third, 32 per cent, of the organizational leaders knew the approximate national 4-H membership which was about two million members in 1964.

Table XXVII shows the numbers and per cents of respondents recognizing certain other facts about 4-H club work.

The respondents were given two statements of fact to determine if they knew that the 4-H club is an organization open to all children with age being the only limiting factor. Ninety-two per cent indicated that the 4-H club is open to all children interested in being a member and 87 per cent indicated that the 4-H club is open to all children regardless of place of residence.

Ninety per cent of the respondents agreed that those 4-H members who were not performing as expected at the end of the first year should be given extra help and guidance.

Eighty-six per cent of the respondents agreed that the 4-H organizational leaders should try to get the parents to help the member with his club work if the parent was showing no interest in the member's progress. The feeling was expressed that if parents would attend some of the 4-H meetings and activities, they would show more interest in their children's 4-H work.

When asked how often parents should attend 4-H club meetings, activities, and events, 51 per cent said, "occasionally (every two or three months)."

TABLE XXVII

NUMBERS AND PER CENTS OF RESPONDENTS WITH KNOWLEDGE ABOUT CERTAIN FACTS IN 4-H CLUB WORK*

Criterion Item Number**	Statement of Facts	Total (N = 292)*** Number Agreeing	Per Cent Agreeing
Criterion Fifteen	4-H is open to all youth ages 9-19 who are interested in 4-H work	269	92
Criterion Sixteen	First year 4-H members not performing as expected should be given extra help and guidance	263	90
Criterion Fourteen	4-H is open to all youth ages 9-19 regardless of place of residence	254	87
Criterion Seventeen	4-H leaders should try to get the parents to help the member if the parent otherwise shows no interest	251	86
Criterion Eighteen	Parents of 4-H members should be encouraged to occasionally participate and attend 4-H activities	148	51

*Per cents are rounded to nearest whole number.

**See Chapter I for complete list of all 24 criterion items.

***Numbers and per cents add up to more than totals because respondents could check all areas.

The respondents were asked to give their opinions on how necessary they felt it was that club members know the 4-H ritual, objectives, emblem, pledge, motto, and colors. Table XXVIII gives their responses. Majorities of the respondents agreed that it was appropriate for club members to know and appreciate the 4-H motto, pledge, colors, emblem, objectives, and ritual, in that order of mention.

III. FACTORS ASSOCIATED WITH LEADER KNOWLEDGE LEVELS

It was assumed that if the organizational leaders had been exposed to certain facts concerning the purposes, philosophy, and objectives of 4-H, and methods by which they should carry out their leadership responsibilities, they would be more knowledgeable about 4-H organization and operation. The degree to which the leaders had learned the knowledge in training sessions prior to the survey should have partially determined their effectiveness and efficiency. It may be assumed that differences in scores reflect differences in the extent to which such knowledge may have been internalized.

The Relation of Tenure and Knowledge Levels

From Table XXIX, it is apparent that there is some possible relationship between tenure and level of knowledge. For example, while a majority, 57 per cent, of the superior knowledge group had four or more years tenure as leaders, the majority of the below average group, 56 per cent, reported a tenure of three years or less. This suggests that leaders with greater tenure tended to be more knowledgeable,

TABLE XXVIII

NUMBERS AND PER CENTS OF RESPONDENTS WHO FELT IT WAS NECESSARY FOR CLUB MEMBERS TO KNOW 4-H RITUAL, OBJECTIVES, EMBLEM, PLEDGE, MOTTO, AND COLORS*

Criterion Item Number**	4-H Knowledge Needed	Total (N = 292)*** Number Agreeing	Per Cent Agreeing
Criterion Twenty-three	They should know 4-H motto	272	93
Criterion Twenty-two	They should know 4-H pledge	271	93
Criterion Twenty-four	They should know 4-H colors	261	89
Criterion Twenty-one	They should know 4-H emblem	246	84
Criterion Twenty	They should know 4-H objectives	244	83
Criterion Nineteen	They should know 4-H ritual	210	72

*Per cents are rounded to nearest whole number.

**See Chapter I for a listing of all 24 criterion items.

***Numbers and per cents add up to more than totals because respondents could check all areas.

TABLE XXIX

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE LEVEL GROUPS ACCORDING TO TENURE*

Years Served as Leaders	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less than two years	36	12	8	11	8	11	5	7	15	18
Two years	42	14	8	11	11	16	10	15	13	16
Three years	73	25	15	21	19	27	21	30	18	22
Four years	57	20	17	24	17	24	7	10	16	20
Five or more years	84	29	23	33	15	22	26	38	20	24
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to the nearest whole number.

possibly due to more training and experiences with the 4-H programs.

The Relation of 4-H Membership of Leaders and Knowledge Levels

As shown in Table XXX there is a difference in scores between those leaders who had been former 4-H members and those having no prior experience as 4-H members. More of the superior knowledge group, 41 per cent, were former 4-H club members, than was true for those in the below average group, only 29 per cent. The trend is further evident when all four groups are compared.

This could indicate that having prior experience as a 4-H club member did have some effect on their level of knowledge concerning their responsibilities as 4-H community organizational leaders.

Relationship of Education and Knowledge Levels

Some relationship seems to be indicated in Table XXXI between the respondents levels of education and their levels of 4-H knowledge. While the great majority of leaders in the superior group, 79 per cent, had an eleventh grade education or higher, one-half, 50 per cent, of those in the below average group had less than an eleventh grade education. The trend is again borne out when the other groups are compared.

The Relation of Teacher Training Other Than 4-H Leader Training and Knowledge Levels

Table XXXII indicates that only 37 per cent of the leaders had had teacher training other than 4-H leader training; while 63 per cent had had no other teacher training of any kind, formal or informal.

TABLE XXX

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO THE INFLUENCE OF PRIOR 4-H MEMBERSHIP*

Leaders' Former Membership in 4-H Club Work	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	107	37	29	41	28	40	26	38	24	29
No	185	63	42	59	42	60	43	62	58	71
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to the nearest whole number.

TABLE XXXI

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO EDUCATIONAL LEVELS*

Leader's Educational Level	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
0 - 6 grade	29	10	2	3	7	10	8	12	12	15
7 - 8 grade	33	11	8	11	3	4	6	9	16	19
9 - 10 grade	39	13	5	7	11	16	10	14	13	16
11-12 grade	133	46	42	59	32	46	29	42	30	36
College (some)	37	13	9	13	9	13	11	16	8	10
College graduate	21	7	5	7	8	11	5	7	3	4
Total	292	100	71	100	70	100	69	100	82	100
Average educational level	10.8		11.4		11.1		10.7		9.7	

*Per cents are rounded to the nearest whole number.

TABLE XXXII

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO TEACHER TRAINING OTHER THAN 4-H LEADER TRAINING*

Teacher Training Other Than 4-H Leader Training	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	109	37	32	45	26	37	27	39	24	29
No	183	63	39	55	44	63	42	61	58	71
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

Forty-five per cent of those in the superior group were found to have had teacher training experience other than 4-H leader training as compared to only 29 per cent for those in the below average group. The difference between the superior and below average scores indicates that additional teacher training may make far more effective 4-H organizational leaders. Experience as a trained 4-H leader, and teacher training or leader training in other organizations or groups, could become another criterion for leader identification, recruitment, and selection.

Relationship of Place of Teacher Training and Knowledge Levels

The superior knowledge group consistently received higher scores regardless of the place or type of teacher training received. One would further assume that teacher training received in the formal classroom setting would affect a leader's level of knowledge; however, Table XXXIII shows that 21 per cent of those leaders scoring superior and 15 per cent of the below average group received their teacher training other than 4-H leader training; in other clubs, church groups, and adult education out-of-school classes. It is interesting to note that almost equal per cents of superior (13) and below average leaders (9) had received college teacher training.

The Relation of Respondents' Age and Knowledge Levels

Table XXXIV discloses that 72 per cent of the superior leaders were less than 45 years of age, while only 44 per cent of the below average leaders were so young. Data for other groups verify the fact

TABLE XXXIII

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO PLACE OF TEACHER TRAINING*

Place of Training	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	183	63	39	55	44	63	42	61	58	71
College	20	7	5	7	4	6	6	9	5	6
Adult out of school classes	22	7	8	11	7	10	3	4	4	5
Other	52	18	15	21	10	14	15	22	12	15
Combination (college and adult out-of-school classes)	15	5	4	6	5	7	3	4	3	3
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

TABLE XXXIV

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO RESPONDENT'S AGE*

Respondent's Age	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
No answer	10	3	1	1	0	0	2	3	7	9
20 - 34	50	17	16	23	19	27	7	10	8	10
35 - 44	124	43	35	49	30	43	31	45	28	34
45 - 54	72	25	14	20	14	20	19	28	25	30
55 and over	36	12	5	7	7	10	10	14	14	17
Total	292	100	71	100	70	100	69	100	82	100
Average age of those answering	42.9		40.6		40.6		44.5		45.7	

*Per cents are rounded to nearest whole number.

that age groups appears to be a factor worthy of consideration when recruiting 4-H organizational leaders, the younger leaders tending to have higher knowledge scores.

The Relation of Knowledge of Certain 4-H Facts and Knowledge Levels

Figure in Table XXXV indicate that 80 per cent of the leaders receiving a superior score were aware that 4-H is connected with the United States Department of Agriculture as compared to 71 per cent of the below average group.

Of those leaders scoring in the superior group, 42 per cent knew the approximate number of 4-H members in the United States--as compared to only 20 per cent of the below average group.

Of those leaders scoring superior, 32 per cent recognized that the original purpose of the 4-H club was to teach improved farming and homemaking practices to parents through 4-H members (their children) as compared to 21 per cent receiving a below average knowledge score.

Of those leaders scoring below average, 22 per cent were aware that there are two institutions in North Carolina connected with 4-H club work as compared to 18 per cent of the superior group recognizing this fact.

The Relation of Knowledge Gained at Leader Training Sessions and Knowledge Levels

It was desired to identify community 4-H club organizational leader training needs with regard to their responsibilities. In an effort to do this, the leaders were asked to indicate the areas of

TABLE XXXV

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO CERTAIN FACTS ACQUIRED IN TRAINING SESSIONS*

Fact Acquired	Total No. (N=292)**	Total %	Superior No. (N=70)	Superior %	Above Average No. (N=71)	Above Average %	Average No. (N=69)	Average %	Below Average No. (N=82)	Below Average %
4-H is connected with the United States Department of Agriculture	234	80	57	80	61	87	58	84	58	71
Two million 4-H members enrolled in the United States	92	32	30	42	21	30	25	36	16	20
4-H began to teach improved methods to parents through boys and girls	81	28	23	32	20	28	21	30	17	21
North Carolina State University and A & T College are responsible for 4-H work in North Carolina	54	18	13	18	7	10	16	23	18	22

*Per cents are rounded to nearest whole number.

**Numbers and per cents add up to more than totals because respondents could check more than one area.

knowledge taught at the leader training sessions in which they felt competent at the time of the study and, also, were asked to indicate the areas in which they desired additional training. The areas included in the training sessions have been: (1) the history of 4-H work; (2) the objectives and philosophy of 4-H work; (3) organization of 4-H club work; (4) responsibilities of a 4-H club leader; and (5) how to teach boys and girls. (These areas were determined and recommended by the North Carolina State 4-H Club staff in the manual entitled, _Extension Agents' Guide for Training New Community 4-H Club Leaders in North Carolina_, published in 1962 by the North Carolina Extension Service.) Subject matter (meaning technical agriculture and home economics subject matter training) was inserted as a content area to check the leaders' interpretation of their responsibilities.

Areas of felt competency. Table XXXVI reveals that the superior leaders felt more competent in all areas than did those receiving below average scores. Greater variation was noted in the range in per cents of those in the superior group (24 to 77) when they were compared to the below average group (12 to 46). The differences between superior and below average groups varied from 9 per cent on the 4-H club history item to 35 per cent difference in the item on organization of 4-H club work. It is interesting to note that all groups felt least knowledgeable and least competent in the area of "subject matter" mentioned earlier. This verifies the fact that the training received by organizational leaders was in other areas since project leaders are the ones seen to be

TABLE XXXVI

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS WHO FELT THEY HAD ACQUIRED SUFFICIENT KNOWLEDGE IN SELECTED AREAS*

Knowledge Taught Organizational 4-H Club Leader	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
	(N=292)		(N=70)		(N=71)		(N=69)		(N=82)	
Your responsibilities as a 4-H club leader	185	63	55	77	52	74	40	58	38	46
Organization of 4-H club work	143	49	44	62	44	63	33	48	22	27
How to teach boys and girls	118	40	33	46	32	46	27	39	26	32
Objectives and philosophy of 4-H club work	110	38	33	46	33	47	23	33	21	26
History of 4-H club work	73	25	21	30	21	30	14	20	17	21
Subject matter	54	18	17	24	19	27	8	12	10	12
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

responsible for agriculture and home economics subject matter information under the North Carolina organizational set up.

In Table XXXVII, a general index of the 4-H community club organizational leaders' level of knowledge is shown. It is interesting to note that while 59 per cent of the superior group felt competent in three or more areas, fully one-half (50 per cent) of the below average group felt competent in only one or no knowledge area. The modal number of competency areas for the superior group was three, while the mode for the below average leader was one. This would indicate a positive relation between the number of competency areas mentioned by respondents and their corresponding knowledge level category.

Areas of felt need. In Table XXXVIII, a general index of areas in which leaders desired additional training indicates that while the majority of leaders (55 per cent) in the superior group desired training in two or more areas, the majority in the below average group wanted none or at most one. The modal number of areas of desired training for the superior group was two, the mode for below average leaders was none. This, again, indicates a positive relation between the number of areas of training listed as being needed and the knowledge level of leaders.

The Relation of Adequacy of the Explanation of 4-H Organizational Leader Responsibilities and Knowledge Levels

Table XXXIX indicates, that of those leaders scoring superior, 86 per cent felt their responsibilities had been explained to them adequately or above as compared to 63 per cent of the below average group. One of

TABLE XXXVII

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO THE NUMBER OF 4-H KNOWLEDGE AREAS IN WHICH THEY FELT COMPETENT*

Number of Areas Where Leaders Felt Competent	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	37	12	5	7	5	7	12	17	15	18
One	61	21	10	14	12	17	13	19	26	32
Two	66	23	14	20	13	19	17	25	22	27
Three	53	18	19	27	14	20	12	18	8	10
Four	44	15	13	18	13	19	9	13	9	11
Five	14	5	4	6	5	7	3	4	2	2
Six	17	6	6	8	8	11	3	4	0	0
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

TABLE XXXVIII

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO THE NUMBER OF 4-H KNOWLEDGE AREAS IN WHICH THEY FELT NEED FOR ADDITIONAL TRAINING*

Number of Areas Where Training Was Desired	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	91	31	15	21	18	26	23	33	35	43
One	61	21	17	24	15	22	18	26	11	13
Two	85	29	18	25	23	33	17	25	27	33
Three	38	13	16	23	8	11	7	10	7	9
Four	2	1	0	0	1	1	1	2	0	0
Five	2	1	0	0	1	1	1	1	0	0
Six	13	4	5	7	4	6	2	3	2	2
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

TABLE XXXIX

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO THE DEGREE OF ADEQUACY OF THE EXPLANATION GIVEN THEM REGARDING THEIR RESPONSIBILITIES AS ORGANIZATIONAL LEADERS*

Degree of Adequacy of Explanation	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
Very adequate	77	26	20	28	15	22	23	33	19	23
Adequate	144	50	41	58	40	57	30	44	33	40
Not very adequate	46	16	6	9	12	17	14	20	14	17
Inadequate	4	1	3	4	1	1	0	0	0	0
Not at all	21	7	1	1	2	3	2	3	16	20
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

those in the superior group and 20 per cent of those in the below average category indicated that their responsibilities had not been explained at all. Data in the other knowledge groups tend to verify the existence of a trend. It can, therefore, be said that those in higher knowledge level categories tended to have received (or believed they received) more adequate explanation (concerning their responsibilities) than did those in lower categories. The causes for such an occurrence may have been attitudinal as well as actual.

The Relation of the Respondents' Appraisal of the Amount of Time Devoted to Original 4-H Leader Training and Knowledge Levels

Table XL indicates that majorities in all knowledge groups indicated a desire to have had more training as new leaders. The differences in per cents of superior and below average groups preferring the same or more training than that received were relatively small. It is interesting to note, however, that 11 per cent of the latter leaders preferred no training as an alternative. This may be a result of bad attitude or lack of understanding on the part of leaders here involved.

The Relation of the Degree of the Respondents' Initial Recognition of 4-H Leadership Responsibilities and Their Knowledge Levels

As shown in Table XLI, the respondents revealed in all knowledge score groups that they had more responsibilities as organizational leaders at the time of the study than they realized upon acceptance of the job. Like per cents (65) of those in the superior and below average groups stated that they actually were supposed to have had more

TABLE XL

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO THEIR OPINIONS CONCERNING THE AMOUNT OF ORIGINAL LEADER TRAINING THEY RECEIVED*

Preference Concerning Amount of Training Received as Beginning 4-H Organizational Leaders	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
Wanted more training	226	77	55	78	61	87	49	71	61	75
Preferred amount given	51	18	15	21	8	12	17	25	11	13
Wanted less training	1	0	0	0	0	0	0	0	1	1
Preferred no training	14	5	1	1	1	1	3	4	9	11
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

TABLE XLI

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO THEIR INITIAL RECOGNITION OF THEIR 4-H LEADERSHIP RESPONSIBILITIES*

Recognition of Actual Number of Responsibilities	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
No answer	15	5	1	1	1	1	2	3	11	13
There were more than recognized	193	66	46	65	51	73	43	62	53	65
Recognized all	79	27	24	34	16	23	22	32	17	21
There were fewer than recognized	5	2	0	0	2	3	2	3	1	1
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

responsibilities than they realized at the outset. This implies that more complete explanation might be given to prospective leaders when first contacting them so that misunderstandings will be less likely to occur.

The Relation of the Respondents' Opinions Concerning Four Desirable Youth Experiences and Knowledge Levels

In an effort to determine the leaders' levels of knowledge as compared to experiences thought desirable for 4-H members to experience to grow into effective citizens, the respondents were asked to react to four experiences. The experiences were: (1) to have friends of both sexes; (2) to engage in activities that are challenging yet attainable; (3) to have opportunity to help other people; and (4) to have opportunity for creative expression. Table XLII shows that of the leaders in the superior group, 97 per cent agreed that it was desirable for youth to have all four experiences as compared to only 48 per cent of the below average group. Those and other data in the table lead one to the conclusion that those with superior 4-H leader knowledge tend to accept the four statements, whereas those in the below average group do not. It should be noted here that the four items were used as criterion statements, so the finding should be viewed as a foregone conclusion.

TABLE XLII

NUMBERS AND PER CENTS OF THOSE IN 4-H ORGANIZATIONAL LEADER KNOWLEDGE GROUPS ACCORDING TO CERTAIN EXPERIENCES DEEMED DESIRABLE FOR TEENAGERS AND CHILDREN OF 4-H AGE*

Number of Selected Experiences Agreed Upon for Youth	Total		Superior		Above Average		Average		Below Average	
	No.	%	No.	%	No.	%	No.	%	No.	%
No answer	24	8	0	0	2	3	4	6	18	22
Any one	13	5	0	0	0	0	3	4	10	12
Any two	13	4	0	0	1	1	7	10	5	6
Any three	17	6	2	3	3	4	2	3	10	12
All four	225	77	69	97	64	92	53	77	39	48
Total	292	100	71	100	70	100	69	100	82	100

*Per cents are rounded to nearest whole number.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Local community 4-H club organizational leaders are seen as being a vital link between the Extension agent, representing the land-grant college and United States Department of Agriculture, and the local 4-H club member. Such leaders are generally recognized by agents as being important to the success of 4-H club work both in the Northeastern Supervisory District and in the state of North Carolina as a whole. Prior to the present study, no effort had been made to study the characteristics of community 4-H club organizational leaders in the District, nor had previous attempts been made to study the training needs of such leaders. A total of 292 randomly selected leaders returned completed mail questionnaires providing information pertinent to the study purposes intimated above. It was believed that such facts might serve as one basis for the planning of future training for organizational leaders in the District.

A scaling system was developed for the purpose of separating respondents into superior, above average, average, and below average knowledge categories for comparative purposes. Main comparisons were made between superior and below average groups of leaders.

A review of related literature disclosed that many definitions of the term leadership had been developed. It was apparent that there was no one generally accepted definition, especially where specific Extension lay leadership roles might be concerned. Relatively few studies relating to volunteer adult leadership were found. These dealt chiefly with the responsibilities of 4-H leaders in general and focused on the selection process in particular, including desired leader qualifications and characteristics. The studies available reported a variety of expected responsibilities for 4-H volunteer leaders.

More recent studies devoted attention to leader training content and to determination of appropriate methods for use in leader training. However, there had been neither a general agreement as to an approved content for leader training, nor a single method designated as being acceptable for use in the selection of leaders.

Studies further suggested that certain factors may tend to influence the 4-H club leaders' knowledge level. These factors served as a basis of items included in the mail questionnaire.

I. SUMMARY OF MAJOR FINDINGS

General Characteristics

The following findings related to general characteristics of community 4-H club organizational leaders surveyed would apply:

1. Most (51 per cent) had been leaders less than four years--more superior knowledge leaders (57 per cent) having had four or more years experience, while more below average leaders (56 per cent) had less than four.

2. More than one-third (37 per cent) of all respondents had been influenced by local Extension agents to accept leadership responsibilities.

3. The vast majority (87 per cent or more) of all leaders were married and had at least one child, who was or had been a 4-H club member.

4. More than one-third (37 per cent) of all leaders had been 4-H members--more superior knowledge leaders (41 per cent) having been members than was true for the below average (29 per cent).

5. The average educational grade level for all leaders was 10.8 years--the average for superior knowledge leaders (11.4 years) exceeding that for the below average (9.7 years) by 1.7 years.

6. More than one-half (59 per cent) of the respondents had studied either agriculture and/or home economics prior to becoming leaders, and more than three-fourths (76 per cent) had either taught before or at the time of the study (includes teaching as a leader).

7. More than one-third (37 per cent) of all leaders had received some kind of teacher training, most of it informal, other than 4-H--nearly one-half (45 per cent) of the superior knowledge leaders reporting, while little more than one-fourth (29 per cent) of the below average so reported.

8. The average age of all leaders was 42.6 years--the average for superior knowledge leaders (40.6 years) exceeding that for the below average (45.7 years) by 5.1 years.

9. The largest per cent of respondents (57) were housewives.

10. More than one-fourth (26 per cent) of the respondents reported club membership in excess of the recommended maximum of twenty; the largest per cent (40) being between thirteen and fifteen years of age.

Training Needs

Major findings concerning the training of leaders might include the following items:

1. Most leaders (88 per cent) felt competent in one or more training content areas--more superior knowledge leaders (93 per cent) indicating such a feeling than the below average (82 per cent).

2. More than three-fourths (77 per cent) of all leaders indicated their desire to have had more training than they received when beginning--the largest group of them (34 per cent of the total) mentioning added training in how to teach 4-H members; an additional one-third (31 per cent of all leaders), mostly below average (43 per cent of that group), desired none at all.

3. A great majority (82 per cent) indicated a willingness to attend some leader training meetings.

4. More than three-fourths (76 per cent) of all leaders thought their responsibilities had been adequately explained to them when they were beginning leaders--more superior knowledge leaders (86 per cent) being included than the below average (63 per cent); though nearly two-thirds (65 per cent) admitted they found they were supposed to have had more responsibilities than they were aware of at the outset.

5. More than three-fourths (77 per cent) of all leaders felt that youth of 4-H ages should have all of four recommended experiences--more superior knowledge leaders (97 per cent) indicating than the below average (48 per cent).

6. More than one-half (58 per cent) agreed that seven commonly accepted tasks of organizational leaders were appropriate.

II. CONCLUSIONS

Assuming a positive relation between knowledge level and leader performance, evidence in this study would support selection and/or retention of leaders with the following characteristics:

1. Four years or more of experience and/or tenure as leader.
2. Married people with children in 4-H having history of cooperation with Extension.
3. Former 4-H club members.
4. People with an above average education for the area.
5. Relatively young (averaging about 41).
6. Those with previous teacher and/or leader training experience (formal or informal).

Based on findings related to training needs, it would appear that consideration should be given to the following items:

1. Key content areas such as "how to teach boys and girls" and "how to organize 4-H clubs" should receive due attention since leaders felt least competent in these areas.
2. The specific tasks and responsibilities of organizational leaders should be made very clear to them when they are first recruited, and trained so as to leave no doubts concerning their proper role.

It is recommended that the findings of this study be considered by appropriate staff members in the development of an improved approach to the recruitment, selection, training, placement, and retention of community 4-H organizational leaders in the Northeastern Extension Supervisory District of North Carolina.

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APPENDIXES

APPENDIX A

A COPY OF THE LETTER TO AGENTS REQUESTING NAMES OF 4-H COMMUNITY CLUB ORGANIZATIONAL LEADERS

AGRICULTURAL EXTENSION SERVICE
NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

School of Agriculture and Life Sciences

January 29, 1965

Office of District
Home Economics Agents
Box 5097 Zip 27607

TO NORTHEASTERN DISTRICT HOME ECONOMICS
EXTENSION PERSONNEL RESPONSIBLE FOR
4-H ORGANIZATION

Dear Co-Workers:

Please send me by return mail the names and addresses of both men and women community organizational 4-H Club volunteer leaders (not project leaders) in your respective counties who served as 4-H Club leaders in 1962 and 1963 and who are presently serving. I am sure your office records contain this information. I would like to have this information in preparation for a 4-H study to be made in the district.

I shall look forward to receiving this information by return mail.

Thank you.

Sincerely yours,

Mrs. Ada B. Dalla Pozza
District Home Economics Agent

ABDP:W

APPENDIX B

QUESTIONNAIRE

Do not write
in these
columns

1,2,3 ( ) ( ) ( )

4 (1)

5 ( )

6,7 ( ) ( )

FOUR-H LEADERSHIP STUDY IN SELECTED COUNTIES IN NORTH CAROLINA

Name ______________________________

Address ______________________________

City (or town) ______________ County ______________

Information about You

8 ( ) 1. How many years (including this year) have you been a 4-H leader (or assistant leader)? ________

2. Did any one influence you in your decision to become a 4-H leader?

9 ( )
(1) ___ Yes
(2) ___ No

If yes, who influenced you most?

10 ( )
(1) ___ Local extension agents
(2) ___ Your children
(3) ___ 4-H club members
(4) ___ Parents of club members
(5) ___ Another 4-H club leader
(6) ___ Other (specify) ______________

3. What is your marital status?

11 ( )
(1) ___ Single
(2) ___ Married
(3) ___ Widowed
(4) ___ Divorced

No not write
in these
columns

12 ( ) 4. How many children do you have? ________

13 ( ) 5. How many of your children

___ Are too young to be 4-H members.
___ Are now 4-H members.
___ Were 4-H members in the past.
___ Are now of 4-H age, but do not belong.
___ Were of 4-H age, but did not belong.

14 ( ) 6. Were you ever a 4-H club member?

(1) ___ Yes
(2) ___ No

15 ( ) 7. What was the highest grade level that you completed? (Circle one, please)

None	Grade School								High School				College			
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4

16 ( ) 8. Have you ever studied (Please check the one that applies to you.)

Home economics (1) ___ Yes
(2) ___ No

Agriculture (3) ___ Yes
(4) ___ No

If answer to Question 8 is "no," please skip to Question 10.

17 ( ) 9. If answer to Question 8 is "yes," where did you study?

(1) ___ High school only
(2) ___ College only
(3) ___ High school and college
(4) ___ Adult education classes
(5) ___ Other (please specify) ____________________

18 ( ) 10. Have you ever had any training for teaching other than 4-H leader training?

(1) ___ Yes
(2) ___ No

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columns

19 ( ) 11. If "yes," where did you receive this training?

(1) ___ College
(2) ___ Adult education classes
(3) ___ Other clubs (Example: Scouts)
(4) ___ Other (please specify) ______________________

20 ( ) 12. Are you now teaching or have you ever taught other than in 4-H club work? (For example, elementary school, Sunday school, Scouts, etc.)

(1) ___ Now
(2) ___ In the past
(3) ___ Never

If answer to Question 12 is "never," please skip to Question 14.

21 ( ) 13. If answer to Question 12 is "now" or "in the past," where have you had your teaching experience? (Please check all that apply.)

(1) ___ Elementary school
(2) ___ Junior high school
(3) ___ Senior high school
(4) ___ College
(5) ___ Church or Sunday school
(6) ___ Other clubs (please specify) ________________
(7) ___ Other (please specify) ______________________

22 ( ) 14. Please check the age category that applies to you.

(1) ___ Under 25
(2) ___ 25 - 34
(3) ___ 35 - 44
(4) ___ 45 - 54
(5) ___ 55 - 64
(6) ___ 65 or over

23 ( ) 15. Please check your occupation.

(1) ___ Housewife
(2) ___ Professional (please specify)________________
(3) ___ Business (please specify) __________________
(4) ___ Full-time farmer
(5) ___ Part-time farmer
(6) ___ Other (please specify) ______________________

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columns

Information about Your Club

24 ( ) 16. How many members are presently enrolled in your 4-H club?

____

25 ( ) 17. Please give the number of your club members falling into each age category listed below. (The total should equal the answer given in Question 16.)

(1) ___ 9 - 12 years old
(2) ___ 13 - 15 years old
(3) ___ 16 - 19 years old

Your Needs as a 4-H Organization Leader

18. In which of the following areas do you feel that you have satisfactory knowledge? (Please check as many as you feel apply to you.)

26 ( ) (1) ___ History of 4-H club work
27 ( ) (2) ___ Objective and philosophy of 4-H club work
28 ( ) (3) ___ Organization of 4-H club work
29 ( ) (4) ___ Your responsibilities as a 4-H leader
30 ( ) (5) ___ Subject matter
31 ( ) (6) ___ How to teach boys and girls
32 ( ) (7) ___ Other (please specify) ____________________
33 ( )
34 ( ) 19. List below the area(s) from those included in Question 18
35 ( ) in which you feel that you would like training.
36 ( )
37 ( ) ______________________________________
38 ( ) ______________________________________
39 ( ) ______________________________________
40 ( )

20. Would you be willing to attend 4-H leader training meetings?

41 ( ) (1) ___ Yes
(2) ___ No

If "yes," how often could you attend?

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in these
columns

42 ( )

(1) ___ Once a month
(2) ___ Six times a year
(3) ___ Four times a year
(4) ___ Twice a year
(5) ___ Once a year
(6) ___ Other (please specify) ____________________

Understanding Young People

21. If the children in a 4-H club are all about the same age (in years), would you expect (Check the one which you feel applies, please.)

43 ( )

(1) ___ All to always enjoy the same activities.
(2) ___ All to be able to perform the same task equally well.
(3) ___ All to work differently and at different speeds.
(4) ___ Each to try to do better than the rest of the members.

22. If the children in a 4-H club are of varied ages, would you expect (Please check one which you feel applies.)

44 ( )

(1) ___ All to always enjoy the same activities.
(2) ___ All to be able to perform the same task equally well.
(3) ___ To need a varied program to meet the interests of all.
(4) ___ The older members to always help the younger members.

23. If given your choice, with which 4-H age group would you prefer to work? (Please check one age group.)

45 ( )

(1) ___ 9 - 12 year olds
(2) ___ 13 - 15 year olds
(3) ___ 16 - 19 year olds

24. If your 4-H club were to plan an activity, what would be your job as its leader? (Check one, please.)

46 ( )

(1) ___ To make all decisions
(2) ___ To give guidance only when it is asked for and let the members make the decisions

Do not write
in these
columns

(3) ___ To make decisions jointly with members
(4) ___ Other (please specify) ______________________

25. People have different opinions about experiences that children and teenagers should have in order to become effective citizens. Below are certain kinds of experiences. Please indicate how you feel about each statement by checking one opinion for each experience.

			Strongly agree	Agree	Disagree	Strongly disagree	No opinion
47	( )	To have friends of both sexes.					
48	( )	To engage in activities that are challenging, yet attainable.					
49	( )	To have an opportunity to help other people.					
50	( )	To have an opportunity for creative expression.					
51	( )						

Responsibilities of a 4-H Organizational Leader

26. How thoroughly do you feel your responsibilities were explained to you when you first became a 4-H organizational leader? (Please check one.)

52 ( )
(1) ___ Very adequately
(2) ___ Adequately
(3) ___ Not very adequately
(4) ___ Inadequately
(5) ___ Not at all

27. Would you, as a new 4-H organizational leader, have liked (Please check one.)

Do not write
in these
columns

53 ( )
(1) ___ More training.
(2) ___ Same amount of training.
(3) ___ Less training.
(4) ___ No training.

28. Do you find that you now have more, the same, or fewer responsibilities than you expected to have as a new leader? (Please check one.)

54 ( )
(1) ___ More
(2) ___ The same
(3) ___ Fewer

29. Please check below only the things that you personally feel you should do as a 4-H organizational leader.

55 ( ) (1) ___ See that club meetings are held regularly.
56 ( ) (2) ___ Contact parents of members.
57 ( ) (3) ___ Obtain cooperation of members.
58 ( ) (4) ___ Teach club members how to plan and conduct 4-H club meetings, activities, and events.
59 ( ) (5) ___ Keep necessary records and report to county extension office.
60 ( ) (6) ___ Attend leader training meetings.
61 ( ) (7) ___ Assist with club activities and events.
62 ( ) (8) ___ Provide for judges at local 4-H activities and events.
63 ( ) (9) ___ Provide necessary transportation for 4-H members.
64 ( ) (10) ___ Other (please specify) ___________________

65 ( ) 30. Please list below other things that you do which you feel you should not be expected to do as a 4-H club organizational leader. ___________________________
____

1,2,3 ( ) ( ) ( )

4 (2)

Information Concerning 4-H Club Work

31. Please check below all the names that you recognize as being connected in any way with 4-H club work.

Do not write
in these
columns

5 ( )

(1) ___ Seaman A. Knapp
(2) ___ George W. Hyatt, Jr.
(3) ___ W. C. Cooper
(4) ___ Homer C. Johnson
(5) ___ Lyman Dixon
(6) ___ I. O. Schaub
(7) ___ T. C. Blalock
(8) ___ Lloyd Rutledge
(9) ___ Madaline Long
(10) ___ Percival T. Smith

32. Please check below the statement that you feel comes closest to giving the reason why 4-H work was first begun.

6 ( )

(1) ___ To give rural young people a worthwhile way to spend their leisure time.
(2) ___ To teach youth, and through them their parents, improved methods of farming and homemaking practices.
(3) ___ To help boys and girls develop as responsible and capable citizens.

33. With what branch of the United States Government is 4-H work connected? (Please check one.)

7 ( )

(1) ___ United States Department of Labor
(2) ___ United States Department of Justice
(3) ___ United States Department of Interior
(4) ___ United States Department of Health, Education and Welfare
(5) ___ United States Department of Agriculture
(6) ___ None of these

34. Please check below the institution(s) which is responsible for 4-H work.

8 ( )

___ University of North Carolina at Chapel Hill
___ University of North Carolina at Greensboro
___ Western North Carolina College
___ Agricultural and Technical College
___ East Carolina College
___ North Carolina State University at Raleigh
___ None of these

Do not write
in these
columns

35. Check below the number which you think comes closest to the total number of 4-H club members in the United States at the present time. (Please check one.)

9 ( )
(1) ___ 100,000
(2) ___ 500,000
(3) ___ One million
(4) ___ Two million
(5) ___ Five million
(6) ___ Other (please specify) ______________

36. What children do you feel should have the opportunity to enroll in 4-H work?

a. Please check one answer in this section.

10 ( )
(1) ___ All youth ages 9 - 19
(2) ___ Only rural youth (including farm and nonfarm) ages 9 - 19
(3) ___ Farm youth ages 9 - 19

b. Check one answer in this section.

11 ( )
(1) ___ All children and youth ages 9 - 19 who are interested
(2) ___ Those who complete their projects
(3) ___ Only those who can afford a project
(4) ___ Only those who do not belong to other organized groups
(5) ___ Only those whose parents are interested

37. If a 4-H member does not perform as you think he should during his first year, do you think the member should be (Check one, please.)

12 ( )
(1) ___ Encouraged to go on without receiving extra help.
(2) ___ Encouraged to drop out.
(3) ___ Not encouraged to do either, but should make up his or her own mind.
(4) ___ Given extra help and guidance.
(5) ___ None of the above, but should ______________
____

38. If the parents of a 4-H club member do not help and cooperate with the member, do you feel the leader should (Check one, please.)

Do not write
in these
columns

13 ( )

(1) ___ Not worry about the member.
(2) ___ Suggest that the member drop out.
(3) ___ Try to get the parents to help the member.
(4) ___ Get the member to tell the parents they must help.
(5) ___ None of the above, but ______________________
____

39. How often should parents be invited to attend 4-H club meetings, activities, and events? (Please check one.)

14 ( )

(1) ___ Frequently (once a month or more)
(2) ___ Occasionally (every two or three months)
(3) ___ Seldom or never
(4) ___ No opinion

40. Please indicate how necessary you feel it is that 4-H club members know: (Check as many as you feel apply, please.)

		Very necessary	Necessary	Nice, but not necessary	Unnecessary	No opinion
15 ( )	4-H ritual					
16 ( )	4-H objectives					
17 ( )	4-H emblem					
18 ( )	4-H pledge					
19 ( )	4-H motto					
20 ( )	4-H colors					

41. Please give your opinion on the following characteristics of a community 4-H organizational club leader. (Please check one opinion for each statement.)

Do not write
in these
columns

			Strongly agree	Agree	Disagree	Strongly disagree	No opinion
21	( )	Almost any person who has a fairly good knowledge of home economics or agriculture can be a good 4-H organizational leader.					
22	( )	A good leader should have a fair knowledge of teaching methods to be an effective 4-H organizational leader.					
23	( )	If an organizational 4-H leader can gain the cooperation of parents and other leaders, it is not too important that the leader have much knowledge of teaching methods.					
24	( )	If a person understands and likes young people, it is not too important that the leader know much about home economics and agriculture in order to be a good 4-H club organizational leader.					
25	( )	A good 4-H club organizational leader is respected and thought of as a successful person in the community.					
26	( )	Almost any person in a community can be an effective 4-H club organizational leader.					

Do not write
in these
columns

Information Concerning Use of Junior Leaders

42. Do you use junior 4-H club leaders to assist you with the 4-H club?

27 ( ) (1) ___ Yes
(2) ___ No

If "yes," please check below the ways you have used junior leaders.

28 ( ) (1) ___ Help plan and carry out local club's yearly program
29 ( ) (2) ___ Assist club officers with their duties
30 ( ) (3) ___ Supervise individual younger members' project work
31 ( ) (4) ___ Distribute and explain project literature to club members
32 ( ) (5) ___ Enlist the help of parents
33 ( ) (6) ___ Conduct training meetings for younger club members on planning and presenting demonstrations
34 ( ) (7) ___ Plan and conduct recreation at club meetings
35 ( ) (8) ___ Help plan and carry out local club's participation in county events
36 ( ) (9) ___ Other (Please list other ways that you have used junior leaders.) ______________________________
____
____

43. If you use junior leaders to assist you, how often? (Please check one.)

37 ( ) (1) ___ At each club meeting
(2) ___ Six times a year
(3) ___ Four times a year
(4) ___ Twice a year
(5) ___ Once a year

APPENDIX C

LETTER TO LEADERS ACCOMPANYING EACH QUESTIONNAIRE

P. O. Box 5097
Raleigh, N. C.
July 1, 1965

Dear Club Leader:

As a 4-H organizational leader in the Northeastern Extension District, you have been selected to share in a study of the training needs of North Carolina 4-H club leaders. We shall appreciate your taking twenty to thirty minutes from your busy schedule to help us get the answers to some questions concerning your work as a leader.

Please help us by completing the enclosed questionnaire. Be frank in answering all questions that you feel apply to you. We would appreciate receiving your completed questionnaire by August 1, 1965. You will find a self-addressed, stamped envelope attached for your use.

Your assistance will make it possible for us to do a better job of planning and conducting future 4-H club leader training. We also hope it may help you think through your opportunities and responsibilities as a leader.

Our best wishes to you in your challenging work as a 4-H leader, and thanks for your cooperation.

Sincerely,

(Mrs.) Ada Dalla Pozza
Northeastern District
Home Economics Extension Agent

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